



This review method
is ESG-compliant

International Quality Accreditation

Mid-Cycle Review

Maqsut Narikbayev University

Review Report
September 2026

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About this mid-cycle review

This is a report of a mid-cycle review conducted by The Quality Assurance Agency for Higher Education (QAA) for Maqsut Narikbayev University. The mid-cycle review is desk-based and was conducted by Dr Alison Jones.

Following the reviewer's desk-based analysis of the provider's submission for the mid-cycle review, a short online meeting was held between the reviewer and key staff from the provider. The purpose of this meeting was to clarify aspects of the submission and to ask questions where required.

The [published report](#) of the full International Quality Review (IQR) in December 2023 is available on the QAA website. The QAA review team for the full review concluded that Maqsut Narikbayev University met all 10 standards set out in Part 1 of the [Standards and Guidelines for Quality Assurance in the European Higher Education Area \(ESG\)](#). The team identified eight features of good practice and made nine recommendations.

This mid-cycle review evaluates progress against the key actions since the last full review and considers any significant changes that may impact on the ability of Maqsut Narikbayev University to continue to meet the ESG standards.

During 2025-26, QAA updated the IQR review method and this mid-cycle was conducted under the revised version renamed as International Quality Accreditation (IQA).

Outcome of the mid-cycle review

From the evidence provided, the reviewer concludes that Maqsut Narikbayev University is making **satisfactory progress** with the implementation of the action plan since the last successful review.

Four of the nine recommendations have yet to be fully addressed, although progress has been made as follows.

The review team in 2023 made a recommendation to develop and implement a formal policy and procedure for policy development. The review team also made a recommendation to develop standardised templates, timelines for review and a record for the version control (ESG Standard 1.1). Progress has been made to develop a formal policy, but the creation of standardised templates remains ongoing.

In response to the recommendation to review and develop a policy to ensure a consistent approach to the format of programme and course specifications to make the level more explicit and to consider a standardised terminology and number of learning outcomes (ESG Standard 1.2). While progress has been made to standardise processes between the schools, the standardisation process had not yet been concluded at the time of the mid-cycle review.

In response to the recommendation to review and develop a consistent approach to the format of quality assurance documentation across the five faculties school, for example Course Management Forms and Programme Structures (ESG Standard 1.2) progress has been made to develop a formal policy but the creation of standardised templates remains ongoing.

The review team in 2023 made a recommendation to develop and implement a process for the internal periodic review of the full cycle of a programme (ESG Standard 1.9). In response, the university has adopted an agile, continuous review model to ensure curricula

remain highly responsive to academic and industry developments. The university agreed to further develop its approach into an internal periodic review process.

Slower progress in these four areas is balanced by good progress elsewhere. The university has addressed the other five recommendations. It has introduced a Grade Distribution Dashboard to monitor the application of the Bell Curve, embedded inclusive admissions in its Student Admissions Policy, approved the Regulation on the Consideration of Students' Exceptional Circumstances, provided an onboarding package and online professional development for staff recruited outside the summer and managed the transition to its new website. All eight features of good practice identified in 2023 have been maintained and, in several cases, further developed. The slower progress on the open recommendations reflects the university's decision to use the review of its Quality Assurance Policy as an opportunity for institution-wide reflection on its approach to quality assurance.

Summary of previous IQR/IQA outcomes

Overview of the institution

1 Maqsut Narikbayev University was established in 1994. It has the status of a Joint Stock Company in Kazakhstan and is regulated through its Charter that is aligned with the laws of Joint Stock Companies in Kazakhstan and other constitutional provisions and relevant laws and regulations that govern higher education in the country.

2 The university is also affiliated with the European Network for Academic Integrity and the International Centre for Academic Integrity and pledges to ensure academic integrity and its commitment towards academic freedom. The university is also a member of the Kazakhstani Association of Higher Education Institutions, the Eurasian Association of Universities and co-founder and member of the Academic Integrity League (Kazakhstan). The university, under the name of Kazakh University of Humanities and Law, signed the Magna Charta of the European Universities in Bologna and commits to the academic values of academic freedom, integrity and common good. The university delivers 48 higher education programmes from its campus in Astana. These programmes are delivered across five schools, namely the MNU Law School, the International School of Economics, the School of Liberal Arts, the Business School and the International School of Journalism. The university currently has 6,044 students studying at bachelor's, master's and doctoral level.

3 The university considers that it is not only a provider of higher education, but an institution that is dedicated to the development of society. The institution's vision is to contribute to the establishment of an honest and just society, development of which is determined by science, education, social responsibility and moral values. The institution's mission is to serve the people through providing high-quality and affordable education.

4 The university's Strategic Plan 2024-2027 sets out five areas: education, research, resources, impact, corporate governance and sustainability.

Good practice identified by the 2023 International Quality Review

5 The reviewer identified the following features of good practice at Maqsut Narikbayev University:

- the flexibility offered to students in choosing their own timetable and therefore being able to access a better range of internships (ESG Standard 1.3)

- the variation and real-world nature of assessments to support students' preparation for employment (ESG Standard 1.3)
- the connections the university has to relevant industries and professional bodies to inform learning, teaching and assessment (ESG Standard 1.3)
- the quality and security of certificates and transcripts and the use of multiple languages on certificates enabling alumni to use them internationally (ESG Standard 1.4)
- the provision of facilities to support the physical and mental health and wellbeing of staff (ESG Standard 1.5)
- when students self-declare an additional support need or have significant health barriers to engagement, the support is comprehensive and tailored (ESG Standard 1.6)
- the robust data analytics system employed for informed decision making (ESG Standard 1.7)
- the university's commitment to achieve international institutional and programme accreditations that has led to maturity in meeting international accreditation standards (ESG Standard 1.10).

Recommendations of the 2023 International Quality Review

6 The QAA Review team made the following recommendations to Maqsut Narikbayev University:

- develop and implement a formal policy and procedure for policy development and review that includes standardised templates, timelines for review and a record for the version control (ESG Standard 1.1)
- review and develop a policy to ensure a consistent approach to the format of programme and course specifications to make the level more explicit and to consider a standardised terminology and number of learning outcomes (ESG Standard 1.2)
- review and develop a consistent approach to the format of quality assurance documentation across the four faculties, for example Course Management Forms and Programme Structures (ESG Standard 1.2)
- investigate the impact of the use of the Bell Curve on year-on-year consistency of grades to ensure the grades are credible at the point of being awarded and when compared to those awarded to previous cohorts of students (ESG Standard 1.3)
- include clear and comprehensive information on the admissions process for disabled students and students with additional support needs within the Admissions Policy and the university website (ESG Standard 1.4)
- continue to develop and approve the Mitigating Circumstances Policy so students and staff are clear on the processes to follow when external factors impact students' studies (ESG Standard 1.4)

- ensure that staff who are recruited at times of the year other than the summer have timely access to the support and development provided during the 'Welcome Training Week' induction programme in August (ESG Standard 1.5)
- carefully manage the transition to the new website to ensure that there are no gaps in information for all stakeholders (ESG Standard 1.8)
- develop and implement a process for the internal periodic review of the full cycle of a programme (ESG Standard 1.9).

Changes since the last International Quality Review visit

7 The university's Strategic Plan 2024-2027 was established to accelerate the transformation of the university from a teaching-focused institution to a comprehensive teaching-and-research university, while embedding cutting-edge technologies, research ethics and artificial intelligence (AI) across all operational levels.

8 This development was complemented by changes to the university's senior management structure, including the establishment of a new strategic portfolio for Science, Innovation and Artificial Intelligence and the corresponding position of Deputy Chairman of the Board for Science, Innovation and Artificial Intelligence. The new portfolio provides dedicated institutional leadership for strengthening research capacity, supporting innovation and advancing the integration of AI into education and research.

9 A major curriculum development during the review period has been the university's institutional response to the rapid advancement of AI. In 2026, the university introduced the new bachelor's programme Artificial Intelligence and Frontier Systems. Its interdisciplinary AI+X model enables students to combine advanced AI competencies with specialised knowledge in fields such as finance, economics, business management, marketing, tourism management, psychology, law and digital linguistics. A dedicated AI Lab to drive AI literacy has also been established to support faculty and student research in AI applications.

10 Institutional growth prompted a transition from a four-school academic model to a decentralised structure comprising five dedicated Schools which led to the introduction of a new school – the International School of Journalism.

11 Another significant development in corporate governance is the institutionalisation of student co-management. Students are now formally appointed to major institutional organising committees, school-level Academic Quality Committees (AQC's) and resource allocation groups.

12 To meet growing enrolment and contemporary technological demands, the university completed a comprehensive modernisation of its physical and digital infrastructure. In February 2024, the university established the MIND Research and Analytics Centre.

13 The university strengthened its international standing through major external quality recognitions. In 2025, the MBA and DBA programmes achieved a seven-year Foundation for International Business Administration Accreditation (FIBAA) reaccreditation, with the MBA retaining its FIBAA Premium Seal. In 2026, five additional educational programmes within the School of Liberal Arts were awarded the FIBAA Quality Seal. Furthermore, the university entered the 601–800 band of the Times Higher Education (THE) Sustainability Impact Ratings 2026, highlighting recognised contributions to Sustainable Development Goals 5, 8, 16, and 17.

Findings from the mid-cycle review analysis

14 The IQR report noted as good practice the flexibility offered to students in choosing their own timetable and therefore being able to access a better range of internships (ESG Standard 1.3). The mid-cycle review concluded that the university continues to support students' academic choices and has introduced an in-house Customer Relationship Management (CRM) system for academic advisers. It helps improve the consistency of student support and provide a centralised record of consultations, enabling student requests to be registered and tracked through to resolution. Students can combine their studies with professional internships and employment opportunities through flexible arrangements, including a model that allows for three days of internship and two days of study each week, with schedules approved to ensure academic requirements remain manageable. The introduction of registration analytics to monitor course demand, student workload and classroom availability and the range of instructors available during registration further enables the university to understand student needs.

15 The IQR report also recognised as good practice the variation and real-world nature of assessments to support students' preparation for employment (ESG Standard 1.3). The mid-cycle review confirmed that the university continues to provide students with assessments that replicate professional tasks, such as moot courts, corporate case studies and presentations including industry-set assignments developed in collaboration with employers. The university shared some achievements which were enabled by practical assessments including a university team being placed 12th at the 2026 Philip C. Jessup International Law Moot Court Competition and the university teams securing first and third places in the Kazakh-language league and first place in the Russian-language league at the 2026 Asia Zangeri Central Asian Moot Court Competition.

16 Another area of good practice was the connections the university has to relevant industries and professional bodies to inform learning, teaching and assessment (ESG Standard 1.3). This practice has continued as evidenced by minutes of Business Council meetings.

17 Further good practice was the quality and security of certificates and transcripts and the use of multiple languages on certificates enabling alumni to use them internationally (ESG Standard 1.4). This practice has continued as evidenced by examples of diploma supplements and transcripts.

18 The provision of facilities to support the physical and mental health and wellbeing of staff (ESG Standard 1.5) was also noted as good practice. The university continues to invest in facilities. The reviewer heard various examples of improvements that were made following staff feedback including the modernisation of the staff fitness centre, the introduction of the asynchronous PDP course for methodological support and enhancements made to internal communication through the 'University Talks, a dedicated Telegram channel for staff and 'University Dialogue and Debates' events where employees can present their ideas for the university's development directly to the Chairman of the Board.

19 The 2023 QAA review team noted that when students self-declare an additional support need or have significant health barriers to engagement, the support is comprehensive and tailored (ESG Standard 1.6). Since the 2023 review, the Psychological Support Service has been expanded in response to growing demand and currently comprises six specialists. The university has also established the university Student Success Centre, unofficially named "Pesochnica" as a symbol of initial social integration, networking, and creative discovery. This provides an accessible space for individual and group study, student projects, meetings and activities led by the student organisations.

20 During the 2023 Review, the QAA review team commended the robust data analytics system employed for informed decision making (ESG Standard 1.7). The University is expanding the system with dashboards covering classroom availability, students' daily workload, the range of instructors available during registration and annual satisfaction and course evaluation results. Evidence confirmed that work is also underway to improve the collection and analysis of research data and staff information.

21 The 2023 QAA review team further noted the university's commitment to achieve international institutional and programme accreditations that has led to maturity in meeting international accreditation standards (ESG Standard 1.10). During the reporting period, the university achieved several external quality assurance results. It strengthened its international standing through major external quality recognitions. In 2025, the MBA and DBA programmes achieved a seven-year reaccreditation from FIBAA, with the MBA retaining its prestigious FIBAA Premium Seal. In 2026, five additional educational programmes within the School of Liberal Arts were awarded the FIBAA Quality Seal. Furthermore, as noted above, the university entered the 601–800 band of the Times Higher Education (THE) Sustainability Impact Ratings 2026, highlighting recognised contributions to Sustainable Development Goals (SDGs) 5, 8, 16 and 17.

The IQR Report included nine recommendations which the University has progressed as follows.

22 The 2023 IQR report recommended that the university develop and implement a formal policy and procedure for policy development and review that includes standardised templates, timelines for review and a record for the version control (ESG Standard 1.1). In response, the university has recently approved revisions to its Quality Assurance Policy including Section 2 to cover Policy Architecture and Document Governance which establishes the university's governing framework for internal academic quality documents and functions as a policy for policies. At the mid-cycle review meeting, it was discussed how the section formalises the complete document lifecycle, including initiation, registration, drafting, stakeholder consultation, consistency review, approval, publication, implementation, periodic review and archiving. In parallel, the university introduced an internal register of regulatory documents to strengthen document governance, version control and institutional record-keeping and screenshots of how this worked were shared with the reviewer. The register includes academic regulations and policies with documented version histories and change tracking, as well as memoranda and minutes of the Academic and Research Council (ARC). It serves as a centralised source for maintaining current document versions, recording revisions, identifying responsible owners and approving authorities, and improving access to key institutional decisions. The university used the review of the Quality Assurance Policy as a catalyst for institution-wide learning and a deeper examination of the university's approach to quality assurance. This comprehensive review process took time and the policy was approved recently, only a few weeks prior to the mid-cycle review. Given the recency of approval, the institution should monitor the effectiveness and applicability of the policy to determine its impact. Furthermore, the university is yet to include standardised templates for many documents as required by the recommendation. This recommendation, therefore, remains open.

23 The 2023 IQR report recommended that the university review and develop a policy to ensure a consistent approach to the format of programme and course specifications to make the level more explicit and to consider a standardised terminology and number of learning outcomes (ESG Standard 1.2). In response, the university has recently approved revisions to its Quality Assurance Policy. The policy defines the institutional framework for the design, approval, review and monitoring of educational programmes. It covers programme aims, learning outcomes, curriculum structure, credits and student workload, assessment approaches, teaching and learning methods, resources and stakeholder relevance. The

submission notes that the Academic and Research Council established requirements for a consistent format for programme and course specifications, clearer identification of academic levels, standardised terminology, and a defined approach to the structure and number of learning outcomes across all five schools. The submission also notes that the syllabus is defined as a mandatory academic document for each course and is subject to approval by the respective School Academic Quality Committee. During the mid-cycle review discussion, the university acknowledged that the work is ongoing in this area and it continues to work towards establishing a consistent approach between schools. This recommendation, therefore, remains open.

24 The 2023 IQR report recommended that the university review and develop a consistent approach to the format of quality assurance documentation across the four faculties, for example Course Management Forms and Programme Structures (ESG Standard 1.2). The university established broadly consistent quality assurance approaches across all five schools through common institutional mechanisms, governance requirements and quality assurance procedures. Several key elements have been standardised, including regulations for Academic Quality Committees within schools and key quality assurance and enhancement role descriptions, including duties and responsibilities have been standardised. During the discussion and in the submission, it was recognised that further alignment is still required for some academic quality assurance documentation, particularly at the level of individual templates and formats. This recommendation, therefore, remains open.

25 The 2023 IQR recommended that the university investigate the impact of the use of the Bell Curve on year-on-year consistency of grades to ensure the grades are credible at the point of being awarded and when compared to those awarded to previous cohorts of students (ESG Standard 1.3). The university has implemented a systematic monitoring framework overseen by the Quality Assurance Office and School AQC's. Following each examination session, an automated Grade Distribution Dashboard generates tabular and visual analytics to track mark distributions across cohorts and evaluate alignment with normal distribution principles. The university applies the Bell Curve as a contextual benchmarking mechanism rather than a rigid mandatory formula and recognises that some courses naturally exhibit non-standard distribution profiles. Visual analytics enable AQC's to detect anomalies across all grade bands, ensuring that interventions address not only potential inflation at the top band but also skewed distributions in intermediate and lower bands. Where significant deviations occur, School AQC's conduct targeted reviews, facilitate consultative sessions and organise faculty calibration webinars to align marking rubrics and assessment difficulty. These evaluations and interventions were documented in formal monitoring reports seen during the mid-cycle review. During the discussion and in the submission, it was noted that the use of normal distribution principles remains a significant benchmark within the national higher education context, aligning with the standards of the Academic Integrity League and the regulatory frameworks of the Ministry of Science and Higher Education of the Republic of Kazakhstan. As the university strengthens its entry requirements and admits increasingly higher-performing student cohorts, the university will keep the application of the Bell Curve under review to ensure it dynamically reflects enhanced student capability and assessment complexity while preserving absolute grade integrity. This recommendation has been addressed.

26 The IQR recommended that the university include clear and comprehensive information on the admissions process for disabled students and students with additional support needs within the Admissions Policy and the university website (ESG Standard 1.4). In 2025, the university embedded a dedicated section on inclusive admissions into Chapter 5 (Section 5.16) of the updated Student Admissions Policy. The policy explicitly guarantees non-discrimination during the admissions process and details flexible, barrier-free pathways for applicants with disabilities and special support needs. Furthermore, the policy explicitly

details the university's accessible physical infrastructure, website accessibility features, specialised assistive technologies (such as JAWS, Braille displays and electronic screen magnifiers), and continuous socio-psychological and medical support available throughout the application and enrolment process. The university's admissions website includes an accessibility mode for applicants with visual impairments. The functionality provides an adapted interface with improved readability, navigation and access to admissions information. During discussions, the university also committed to further enhancing the website with information about the socio-psychological and medical support available throughout the application and enrolment process in addition to the support available when applicants attend the university. This recommendation has been addressed.

27 The IQR recommended that the university continue to develop and approve the Mitigating Circumstances Policy, so students and staff are clear on the processes to follow when external factors impact students' studies (ESG Standard 1.4). Since the 2023 review, the university has developed a regulation on the Consideration of Students' Exceptional Circumstances. To guarantee institutional consistency, decision-making is conducted by the School Academic Quality Committees (AQC), rather than individual instructors, operating under principles of fairness, proportionality and academic integrity. Furthermore, the submission process has been fully digitised through the university mobile platform. Minutes of AQC meetings provided evidence of this process and during the discussion the university shared that meetings have been held between the different School AQCs to ensure standardisation and share good practice. This recommendation has been addressed.

28 The IQR recommended that the university ensure that staff who are recruited at times of the year other than the summer have timely access to the support and development provided during the 'Welcome Training Week' induction programme in August (ESG Standard 1.5). The university has implemented a comprehensive onboarding approach and all staff who are recruited at times of the year other than the summer are provided with an Onboarding Package. The documentation demonstrated that this includes essential introductory materials, key institutional policies, campus navigation guides and core operational instruction. These staff are also granted immediate access to the university's asynchronous online Professional Development Programme (PDP) modules which were demonstrated during the meeting. This includes course assignments that new staff must pass to achieve a certificate that approves them to teach at the university. The university now hosts the 'Welcome Training Week' and 'Welcome Day' events twice a year and plans to further enhance its induction process by developing a staff intranet portal to provide all employees with a single, streamlined point of access to internal regulatory documents, interactive onboarding modules and continuous professional development resources, ensuring a seamless induction experience regardless of the hiring date. During the discussion, the university highlighted the impact of this approach in improving the quality of creation of teaching syllabi and reducing the number of questions that new starters ask their mentors and programme directors. This recommendation has been addressed.

29 The IQR recommended that the university carefully manage the transition to the new website to ensure that there are no gaps in information for all stakeholders (ESG Standard 1.8). To effectively manage the transition to the rebranded website and prevent information gaps, the university established the Web Technology and Support Department. This team was tasked with overseeing the content migration process and re-architecting the platform to meet modern standards of data security, usability and digital inclusion. The university now has a multilingual website that acts as its primary public face and a dynamic digital environment. The university explained that it made changes to participate in THE and created separated pages about its work on the SDGs. The Web Technology and Support Department works in collaboration with all academic and administrative units to regularly update content, expand functionality, and ensure that the published information remains accurate, comprehensive and fully reflective of the university's current operations. The

university cited increases in visitors to the website, more contact from partners and international students as indicators of success. While the reviewer did not see evidence of the formal process or policy on who was responsible for content creation and final sign-off, the recommendation is addressed.

30 The IQR recommended that the university develop and implement a process for the internal periodic review of the full cycle of a programme (ESG Standard 1.9). The university is in the process of formalising and strengthening its institution-wide full-cycle review of educational programmes and has updated its Quality Assurance Policy to formalise responsibilities, reporting lines and the transition towards a standard full-cycle review process. The revised Quality Assurance Policy strengthens the framework for programme monitoring and review but describes an agile, continuous review model to ensure curricula remain highly responsive to academic and industry developments rather than an internal periodic review of the full cycle of a programme. During the mid-cycle review discussion, the university explained its approach to the continuous monitoring of programmes by School Academic Quality Committees (AQC's) through semester and annual reviews based on student progression, retention, completion, academic performance, feedback, internship and employment outcomes, employer input and accreditation findings. However, whilst examples of the data sets used to inform such reviews were shared, no evidence was provided of the subsequent analysis or reports to AQC's and ARC. While there have been revisions to the Quality Assurance Policy, further clarification could be provided on the data points, Key Performance Indicators, responsibilities, timelines and reporting lines and implementation of the review processes. There remains scope to further strengthen this approach with a clearly documented and implemented periodic review of the full cycle of a programme in line with ESG Standard 1.9. This recommendation, therefore, remains open.

Development of quality assurance and enhancement procedures

31 It was clear at the mid-cycle review that the university has strengthened its quality assurance and enhancement procedures since the 2023 IQR, with much of the development having been framed by the IQR recommendations.

32 Since the previous review, the university has undertaken a significant overhaul of its quality assurance arrangements, revised its Quality Assurance Policy and reshaped the role of the Academic Quality Committee in each of its five schools to bring greater consistency to committee procedures and unify processes across the institution.

33 The reviewer confirmed that there is now a stronger focus on monitoring course content, reading lists and preparation tasks with content being approved through the Quality Assurance Unit, with the Academic and Research Council acting as the institution's highest approval body. The review also confirmed that the institution had been working towards finding a balance between consistency and flexibility, recognising the need to respond to fast-moving developments such as AI and shifting geopolitical circumstances while maintaining a universal approach across its processes.

34 A Policy Architecture and Document Governance framework was created. It covers initiation, drafting, consultation, approval, publication, review and archiving to manage quality assurance documentation and processes and to monitor the evolution of changes or improvements that have been made over time. As the framework becomes more embedded, its impact is likely to become clearer.

35 The university continues to work towards establishing a more standardised and consistent approaches to the format or key documents such as programme and course specifications, course management forms, and programmes structures.

36 The university more systematically monitors grade distributions and the application of the Bell Curve methodology which enables assurance that the grades awarded are credible at the point of being awarded and when compared to those awarded to previous cohorts of students.

37 The university has developed a unified and transparent process for mitigating circumstances that enables assurance of the consistency and fairness of decision making.

38 A Plan-Do-Check-Act (PDCA) cycle has been introduced across all academic and administrative units to transform the internal quality assurance framework at the university from a routine compliance mechanism into the primary driver of institutional evolution. As the PDCA approach becomes more established over successive academic years, its impact is likely to become clearer.

39 The university continues to work towards the consolidation of student satisfaction data, progression rates, employer feedback, and external accreditation findings into a unified governance framework that enables the immediate identification of evidence-based corrective actions including the implementation of revisions to programmes, curricular revisions, the identification of development needs for staff and supports institutional resource planning.

Commentary on the impact that QAA accreditation had on the institution since the review

40 Since receiving QAA accreditation in February 2024, the University has leveraged this external recognition to significantly reinforce its reputation both in Kazakhstan and across the wider region. Becoming the first university in Central Asia and the Commonwealth of Independent States to achieve QAA institutional accreditation created a unique institutional milestone, widely communicated to prospective students, academic communities, and public stakeholders. Beyond local recognition, the outcome provided independent verification that the University fully aligns with Part 1 of ESG, establishing a transparent standard for institutional quality.

41 In practical terms, QAA badging has delivered tangible value to admissions and student recruitment. Prominently integrated into postgraduate promotion campaigns and international scholarship communications, the accreditation provides external substantiation that resonates strongly with applicants and their families. It shifts the narrative from self-declared claims to verifiable excellence, visibly boosting confidence in the University's degrees, supporting enrolment demand, and enhancing the institution's standing in employer networks.

42 The accreditation has also substantially aided international collaboration and faculty talent acquisition. Operating under European Higher Education Area standards offers international partners an immediate point of trust, facilitating discussions regarding memorandum of understandings, student exchanges, and joint initiatives with foreign institutions. Furthermore, international quality recognition has reinforced the University's profile as an employer of choice, assisting in the recruitment and retention of academic staff who value working within a transparent, externally benchmarked quality culture.

43 Domestically and internally, the impact has extended far beyond public relations. The review outcomes and follow-up framework have served as a roadmap for institutional enhancement across all schools. Key institutional developments progressed during the review cycle include the approval of the revised Quality Assurance Policy in August 2026,

the implementation of a centralised digital register for institutional regulations, enhanced consistency across programme documentation, and structured online onboarding pathways for teaching staff. In this regard, QAA badging has functioned not merely as a symbol of prestige, but as a driving framework for ongoing institutional transformation.

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